

**STUDENTS' MOTIVATION OF LEARNING ENGLISH AT
MATHEMATIC EDUCATION PROGRAM OF FACULTY OF
TEACHER TRAINING AND EDUCATION AT UNIVERSITAS
KRISTEN SATYA WACANA**

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan



Windi Reska Jatidiri
112012151

FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA

2016

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STUDENTS' MOTIVATION OF LEARNING ENGLISH AT MATHEMATIC
EDUCATION PROGRAM OF FACULTY OF TEACHER TRAINING AND
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THESIS

Submitted in Partial Fulfillment of the Requirements for the
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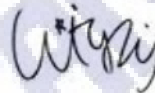
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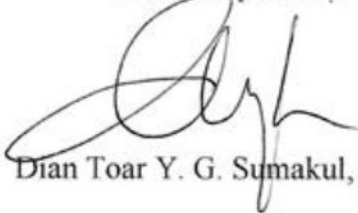
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STUDENTS' MOTIVATION OF LEARNING ENGLISH AT MATHEMATIC EDUCATION PROGRAM OF FACULTY OF TEACHER AND EDUCATION AT UNIVERSITAS KRISTEN

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Abstract

Knowing the importance of motivation in learning English for specific purposes could influence the students' success, this study aimed to provide a description of motivation that the students' of Mathematics Education Program of Faculty of Teacher Training and Education had in learning English for a specific purpose. This was viewed from Deci and Ryan Self-Determination theory (2000). The participants of the research were 10 students of Mathematics Education program of Faculty of Teacher Training and Education of Universitas Kristen Satya Wacana. The data were taken through interviews and the participants should answer 5 major questions that measured the types of motivation including intrinsic motivation, external regulation, integrated regulation, introjected regulation, identified regulation, and there was also a follow up question if only they were amotivated. The result showed that most of the participants were integratively and externally motivated in learning English. Interestingly, that they already understood the importance of learning language and most of them were also motivated by their English teachers. This study might help the future researcher to have a deeper discussion that might occur to the students in ESP level and also find the most suitable class activity to gain better achievement for the learners' goal based on the motivation that the students had.

Keywords: *Motivation, ESP, learning English*

INTRODUCTION

Throughout the learning process, the role of students' motivation has an important place for educational system. Dornyei (1998) states that both researchers and also teachers have agreed that motivation is one of the major reasons to influence

students' achievement. There are some factors that motivate students to learn English as their Second Language (SL) or Foreign Language (FL). Dornyei (1990) says that there were four variations of reasons why people want to learn English. The first one is they want to learn English in order to be able to travel around the world. Second, to gain new friendship in broader area. Third, to gain more knowledge, and the last for instrumental purposes. In the other hand, researcher also mentioned that learning English for Specific Purposes (ESP) also became one of the main reasons for people to reach their goal of the learning. According to Hutchinson & Waters (1989) said that ESP was one of the components to learn English as ESL/EFL as they were the main branches of English language teaching in general. Some of us might ask why students could have different results when they already knew their purpose in learning. It was because knowing the students' purpose was not enough to master a new language. Therefore, many experts and also researchers tried to find the answer, and one area which was discussed was motivation. Feng, Fan, and Yang (2013) mention that highly motivated students could come up with better result and better solutions based on their experiences in learning. Some researchers had done some researches about students' motivation in learning English whether as a second or foreign language. Carreira (2006) in her study noted that students' motivation in learning improved by the teaching method in the elementary. While the study of Al-Tamimi and Shuib (2009) mentioned that the result of their study provided some evidences that when the students learned English as part of their culture had the least impact in students English language motivation.

Knowing the importance of the students' motivation toward learning English language, this study was conducted to investigate students' motivation in EFL context. In order to deliver the different variation from previous studies, this study was designed for students in college level who studied English for specific purpose. The research question for this study was: "What kind of motivation do the students of Mathematics Education Program of Faculty of Teacher Training and Education have in learning English?" The objectives of this study were to determine which the types of motivation could be the main source of the students of Mathematics Education Program of Faculty of Teacher Training and Education toward learning English. This study could be beneficial for both the teacher and the students to design and find the most suitable class activity to gain better achievement for the learners' goal based on the motivation that the students had.

LITERATURE REVIEW

A. Defining Motivation

The position of motivation as one of the biggest factor in enhancing success in second/foreign language learning is irrefutable. According to McDonough (1983) as cited in Al-Tamimi & Shuib (2009), the most important factor influencing the students' success or failure is motivation. Various levels of motivation which a learner has also define their success in learning second/foreign language. The highly motivated students tend to have better achievement in learning new language, while lower motivated students tend to have unsatisfying results. Dornyei (1998) mentions that when the

students are lack of motivation, they could not achieve long-term goals even though they have the most remarkable abilities. The learners' motivation can influence the level of the success in language learning and also can increase the students' self-confident to reach their goal to accomplish more achievement. Motivation has been accepted as the main factor to define students' success in learning new language.

Motivation seems to appear as a term that frequently used, however it is surprisingly that it has different definition for some experts. According to Gardner (1985) as cited in Khodashenas, Amouzegar, Farahani, Hasheminasab, & Kazemian (2013), motivation is a combination of strength and desire to accomplish the goal of learning the language plus positive attitudes toward learning the language. When the students have positive attitudes and also strong motivation toward the language, they will be encouraged to perform better rather than those who have higher capability but lower motivation. Students' need, desire, willingness and compulsion to participate in, and be successful in the learning process also called motivation (Feng, Fan, & Yang, 2013). Motivation is also described as beliefs and thoughts of the students that transformed into actions (Dornyei, 1998). He also states that mental or emotional states usually understood as motivation or as a goal. Researchers seem to agree that motivation is responsible for determining human behavior by energizing it and giving it direction. Gardner (2001) as cited in Rubrecht (2006) mentions that motivation is the goal or the reason of the learner and motivation is responsible of the learners' success.

According to Gardner and Lambert (1972) as cited in Carreira (2006), motivation could be divided into two types. The first one is integrative motivation that refers to positive attitudes and feelings toward the target language group and then instrumental motivation that refers to the potential utilitarian gains of second language (L2) proficiency, such as getting a better job or higher salary. It is supported by Wilkins (1972) as cited in Al-Tamimi & Shuib (2009) that if the learners are integratively motivated, they are learned the language because they are interested to the language and culture and also they want to communicate and also live with people in the country of the target language and it was related with parts such as “interest in foreign languages,” “desire to learn the target language,” “attitudes toward learning the target language,” “attitudes toward the learning situation,” “desire to interact with the target language community,” and “attitudes toward the target language community”. Then, the learners are instrumentally motivated when they wanted to learn the language for some requirements like passing an examination, or for some purposes like to get a better job (Gardner, 1982 as cited in Dornyei, 1990).

On the other hand, according to Deci and Ryan (2000), there are two different types of motivation based on the different reasons or goals that gave impact to an action, there are intrinsic and extrinsic. Deci and Ryan (2000) also discuss about intrinsic motivation, which is referred to learning something because it is exciting or enjoyable, while extrinsic motivation is referred to learning something because it is requirement or willingness and there would some punishments or rewards. According to Deci and Ryan

(2000), extrinsic also has different types which are integrated regulation that is referred to the person that has identified the importance of certain activity as their own need, values or identities. External Regulation is the source of the learning motivation coming from outside of themselves. Introjection Regulation is to perform certain behavior to obtain self-esteem and avoid the pressure or guilty, and the last is Identified Regulation which is referred to motivation that makes a person doing certain activity based on their own choice or personal reasons. The last type of motivation is Amotivation which indicates that a person has no desire to engage in such activity. Motivation is not only the key to get students engage in academic activities. It is also important in determining how much learners will learn from the activity they perform or the information that they get, so that learners will be able to complete long-term goal if they had enough motivation. In other words, we can say that motivation is the learners' desire or interest and give them the positive thinking to learn such thing that drive them to achieve their goal. This study used self-determination theory based on Ryan & Deci (2000) to analyze the data.

B. ESP

According to Hutchinson & Waters (1989), ESP is one branch of EFL/ESL, and this course is designed for the learners to fit their needs. ESP has several branches, such as English for economics, English for psychology, English for medical studies and many more, and every branch has two main purposes, which are for academic purpose or occupational purpose. Even though we have known the purpose of the learner to learn such language with specific area, it is not enough to guarantee that they will easily be

successful in achieving their goal. The researcher agrees with Splosky (1989) that language might be learned for so many practical reasons. Identifying the motivation of the student of Mathematics Education Program will be connected to the reasons why they learned English Language.

C. Motivation in ESP

There have been some studies that identified the learners' motivation for learning English language. Al-Tamimi & Shuib (2009) reported the study that investigated the students' motivation for learning English in Petroleum Engineering Undergraduates Hadhramout University of Sciences and Technology. The research was based on two scales of Gardner's (1985) Attitude/Motivation Test Battery (AMTB) (the instrumental and integrative orientation scales). The questionnaire was distributed to 91 students and also they used interview to find more data and it was only for 3 students. The finding of the questionnaire revealed that the highest motivation behind students' motivation in learning English in Petroleum Engineering Undergraduates was the instrumental motivation, and the second was the personal motivation, and the last was the integrated motivation. While the interview revealed that their motivation was more in the functional or external needs, like for example for the need to pass the examination or career opportunities. It showed that motivation to learn English in ESP was very important because then the students were not able to speak English, there might cause a bad result in learning English and also having difficulty to find certain jobs in the future.

THE STUDY

A. Context

This was a descriptive study to measure the type of motivation that the participants' had. To achieve the objective, the research's tool used was interview. It was expected that the tool would be suitable for identifying the data and answer the research question that was: "What kind of motivation do the students of Mathematics Education Program of Faculty of Teacher Training and Education have in learning English?"

B. Participant

The participants were the undergraduate students of Mathematics Education Program of Faculty of Teacher Training and Education in Universitas Kristen Satya Wacana in batch of 2013. The total number of the students in Mathematics Education Program of Faculty of Teacher Training and Education were around 90 and randomly selected to only 10 including males and female. All the participant have spent 6 semesters in learning their field and also have done all the 3 classes of English language in their faculty as its requirement in the faculty and one of them was English teaching class. In addition, the participant's identity were kept anonymous by replacing their name into pseudo name.

C. Instrument of Data Collection

To identify the motivation that the participants had, the method of analysis used in this study was interview. As it was adopted from Attitude/Motivation Test Battery (AMTB) English version by Gardner (1985) and it will be developed into interview

questions. The questions for the interview measured the students' motivation which consisted of six types of motivation. They were intrinsic motivation, introjected regulation, integrated regulation, external regulation, identified regulation and also amotivation. There were five major questions used for the interview to identify which motivation that they had (intrinsic motivation, introjected regulation, integrated regulation, external regulation, or identified regulation) and also one follow up question if only the students were amotivated. The result of the data classified into six type of motivation. The participant were asked to answer the questions based on their real experiences.

D. Data collection Procedures

First of all, the researcher asked for permission from the coordinator of Mathematics Education of Faculty of Teacher Training and Education for doing the research. After that, the researcher randomly asked for 10 students that were able to be interviewed and made an appointment to arrange a right time for the participant for doing the interview. Before starting the interview, the participants were informed a brief explanation about the aims of the research. Also, they were requested to state their true and honest responses. After that, the researcher asked the participant the interview questions and when they have finished answering the main questions, the participant was asked the follow up question if needed to check again if there were any incompleteness or missing answers. To record the interviewees, the researcher used recording and also took note.

E. Data analysis procedures

After completing the stage of data collection, the interviewees' responses for each question were firstly transcribed and then the data was translated into English and grouped. In the analysis process, the responses would analyze the data based on self-determination theory based on Ryan & Deci (2000).

FINDING AND DISCUSSION

The following section present discussion of the study, which provides the answer to the research question. The data of the interview showed that there were three types of motivation that were dominant of the participants, which were integrated regulation, external regulation, and introjection regulation. It also showed that most of the students were not identified motivated. However, some students also felt amotivated through learning English.

Overall, the following tables sum up the data from the interview:

Table 1: *The Evidences of Intrinsic Motivation*

1. Learning English is fun
2. Learning English is interesting
3. Learning English is enjoyable
4. Learning English is cool
5. Learning English makes me special

Table 2: *The Evidences of Integrated Regulation*

1. English is an international language, it will bring so much benefits
2. The students could communicate with foreigners
3. Apply English in daily life
4. The students could find better job
5. The students could get better salary
6. Could compete with foreigners because have same quality in communication

Table 3: *The Evidences of External Regulation*

1. The teacher have a good performance in teaching
2. The teacher decrease then frightening situations
3. The teacher using fun teaching
4. The teacher having a good ability to perform the material by using real example in daily life
5. The teacher give the students opportunity to do discussions
6. The teacher help the students solve some problem
7. The teacher being one of the inspiration
8. The teacher praise the students then they get good result
9. Learn English to get a good grade
10. My parents and fiend support the students learning English

Table 4: *The Evidences of Introjection Regulation*

1. Because watching people communicate using English make them envy
2. Follow the globalization era
3. English make them more confident
4. People will respect them if they could communicate using English

Table 5: *The Evidences of Identified Regulation*

1. Wanted to join English course to improve speaking skills
2. Wanted to join English course to communicate in daily life
3. Could perform better achievement
4. The student could teach using English in the future

Table 6: *The Evidences of Amotivation*

1. The students feel no need to take other course
2. The students have lack of interest in English
3. The students feel that English is their weakness

For a deeper analysis of the data, the following was a more detailed discussion about students' motivation in learning English as a foreign language.

A. Intrinsic Motivation

Some researchers mention that as a part of motivation to measure students' performance, intrinsic motivation is one of the keys of students' success in the learning process because intrinsic motivation came from the participants' own desire to learn English. In the educational system, intrinsic motivation helps the students to gain better result because they involve in the activity by their own desire. According to Ushioda (2008) as cited in Khodashenas et al. (2013), students who are intrinsically motivated are possible to perform advanced levels of involvement in learning, and using boarder variety of problem solving strategies. They think that they have learned it for fun and thought that English was worthy so they do not feel the burden while doing such activity.

Based on the interview, not all the participants were intrinsically motivated, most of the students found that they liked to learn English and felt that English was fun. For example:

Participant 6 said,

“Menikmati kak, soalnya pelajarannya menarik”.

“I enjoyed it because the lesson was interesting”. (Interviewed on June 22, 2016; my own translation)

Another example came from participant 7 that mentioned similar statement,

“Iya, soalnya kalo lagi belajar bahasa Inggris aku jadi kaya lebih spesial gitu”.

“Yes because when I’m learning English I feel I’m being so special”. (Interviewed on June 24, 2006; my own translation)

Looking at both excerpts, the participants expressed their feeling differently about learning English, however both of them showed that they were intrinsically motivated. When a person was intrinsically motivated, they found out that the activities were engaging. Ryan, Williams, Patrick, & Deci (2009) state that when the person feels that the activity is exciting and enjoyable they are intrinsically motivated. Just like what participant 6 said that she felt learning English was an interesting show that she was engaged in the activity and enjoyed it as their own satisfaction. Moreover, according to Noels (2001) that learners get their motivation from inherent desire and interested in the activity, the spontaneous satisfaction came along when they take the activity. It explains how participant 7 felt special when she learned English. Noels (2001) continues that

when the learner feels the enjoyment of the activity, it is because they are happy over the chosen activity. Through all the data from the interview, it can be concluded that the motivation could occur for the students to perform such behavior. Khodashens et al. (2013) state that based on some studies, intrinsic motivation leads the student to achieve better learning. It is very important for the students to have intrinsic motivation when they want to learn a new thing or in this case a new language. By having intrinsic motivation the students could perform better behavior during the activity and more satisfying result at the end of the activity because they have less pressure in doing the activity. Gardner (1985) believes that motivation is the reason why a person behaves differently. Khodashens et al. (2013) also mentions that several studies that have been done proved that when the person is intrinsically motivated it leads them to better learning and compare to the person who externally motivated that the result of the study in the lowest level of learning.

B. Integrated regulation

Integrated regulation is one of the types of extrinsic motivation. According to Noels (2001) integrated regulation occurs when the learner is fully assimilated to themselves, which they recognize the activity to be their own values and need. In some side intrinsic motivation and integrated regulation are likely the same because the motivation comes from themselves, in fact integrated regulation does not belong to the intrinsic motivation because according Gagne and Deci (2005) integrated regulation is

identified when the motivation itself comes because the activity is important for the person's goal not because they are really interested in the activity. In other word, when the students feel that the activity could bring some benefits and it could help them to reach their goal, their motivation belongs to integrated regulation.

From the interview, the researcher found that all of the students thought that learning English could help them reach their goal in the future. A statement by participant 10 also described this idea:

“Soalnya kan kalo kamu cari kerja, saat kamu bisa pake bahasa inggris pasti kamu akan lebih diperhitungkan kan. Nah dengan kamu diperhitungkan dalam dunia kerja kamu pasti akan mendapat gaji yang tinggi. Dan jadi kaya deh”.

“Because when you are going to find job and you can use English it is obviously that people will appreciate you. When you are being appreciated in workplace you can get higher salary and you can be richer”. (Interviewed on 26 June, 2016; my own translation)

Another example was from participant 1,

“Memudahkan kita untuk memahami hal-hal kecil yang justru banyak terjadi di kehidupan sehari-hari”.

“It will help us understand some simple things that appeared quite a lot in our daily life”. (Interviewed on June 16, 2016; my own translation)

The excerpts show that when the students were integrated motivated they learned it because they found it important for them and they were going to need it either for their career or to understand simple structure in daily life. When the participants were asked if

English was important or not, all of them said that it was important. They said that English was important for their career later on so that they liked learning English. Noels (2001) also mentions that integrated regulation means they feel the activity they choose is coherent with other aspects of themselves. In this study, it was also found that integrated regulation had the biggest role for the participants because they hoped that English could help them accomplish their need and goal and also important for their future and could give them beneficial outcomes.

C. External regulation

External regulation is the other type of extrinsic motivation. When people are externally regulated they would act the actions that are compelled or determined by outside background to get rewards or avoid punishments (Ryan et al., 2009). External regulation presents self-determination which the source is from another person, it is also stated by Dornyei (1998) that happens totally from external sources. In this study, the participants were found externally regulated because of their teacher performed good teaching ability. A statement that supported the idea was delivered by participant 4:

“Sangat mempengaruhi, Karena dengan dosennya enak akan mengurangi tingkat ketidak nyamanan dikelas”.

“The lecturer really influence us because the way they teach us was great, it will help to reduce the uncomfortable feeling in the class”. (Interviewed on July 3, 2016 my own translation)

Another similar statement comes from participant 10 who said,

“Mereka tu kalo ngajar fun gitu jadinya kita juga jadi gampang ngapalin kosa kata gitu karna kan beda sama yang lain kan bahasanya yang dipake matematika. Terus pokonya enak aja gitu jadi lebih suka bahsa inggris. Mereka tu bisa jadi inspirasi buat jadi kaya mereka. Ngajar matematika pake bahasa inggris kan keren”.

“They using fun learning when they teach us so that we could easily remember new vocabularies used in mathematics that are different from others. It obviously make us even more love English. The lecturer could be our inspiration to be like them and also to teach using English look great”. (Interview on June 26, 2016; my own translation)

During the interview, the participants mentioned that they were motivated by their teacher, even they had different opinions about the teacher, both of them agreed that their English teacher helped them a lot to learn English, the teacher also could decrease the frightening situation so that they felt more comfortable. The teacher also delivered the materials in fun ways and had interesting teaching styles. Some of them also mentioned that the teacher often praised them if they had good grade or good achievements and it made them feel even more motivated to learn. Through this data it shows that actually the participants were externally regulated. External regulation also the one of the dominant types of motivation that the participants had after integrated regulation. Most of the students agreed that they were motivated because the teacher supported them in learning English and performed good teaching in teaching mathematic using English. The teachers played an important role in doing their performance. Noels (2001) examined the relation between awareness of teachers' communicative style and students' motivation, the results showed that teacher's performance in teaching affects the students' proficiency. Another research done by

Bernaus (1995) also showed that the role of English teacher played on students' motivation and students' English proficiency. If educational system wants to improve the result of the students' performance, they should at least provide the students with great teacher that had great teaching performance to improve their motivation.

D. Introjection regulation

Introjection Regulation refers to people performing certain behaviors to avoid pressure, guilty, or obtaining self-esteem. When the person is introjection motivated, they are involved in the activity because they want to feel better about their self, about self-worth or to avoid self-esteem blows or self-disapproval (Ryan et al., 2009). When people are intronjectedly motivated they learn English to avoid themselves from disapproval because English is an international language and also nowadays people could be judged by the language that they use. The idea was delivered by the participants, and one example was from participant 9, who said:

“ya paling kurasa orang akan lebih segan sama orang lain yang bisa bahasa inggris deh, jadi penting aja, buat kerjamu nanti juga penting karena orang yang bisa bahasa akan lebih di hargai kan di hormati ya pokonya kan di kasih harga lebih lah kalo menurutku”.

“I think people will respect us when we can use English, so that is really important. Letter, in workplace people also will more respect to someone who can speak English”. (Interviewed on July 4, 2016; my own translation)

Another statement was from participant 1,

“Biar enggak ketinggalan jaman. Kayak misalnya lagi booming novel twilight dan pake bahasa inggris, nah kalo kita bisa baca dan ngerti isi novel itu kan seakan-akan kita berada di satu level lebih tinggi dari orang lain”.

“To make us not out dated. For example, when book of twilight become popular with the English subtitle and we can read and understand it, it feels like we are one level higher than the others”. (Interview on June 16, 2016; my own translation)

From the excerpts, both participants said that English was very important because it could help them show their own level in the society. The learners' own pride to keep confidence among others had driven the learners to be introjectly motivated in learning English. In other words, the power from the learners' ego brought them to the process of dominating themselves to learn English. When the participant were asked about what they thought about English language and what effects that they got when they learned English most of them said that people would see them in the higher level compared with those who did not understand about the language. Introjected regulation occurs because students do not want to feel embarrassed because they could not perform certain behavior and to gain respect for others they also had desire to "show off" (Noels, 2001). It was shown by participant 1 that her desire to read using English was to gain other people respect. As the result, this study found that introjected regulation also one of the motivation types that was dominant for the participant along with integrated and external regulation because the participants thought when they used English they could gain more respect compared to those who did not.

E. Identified regulation

Identified regulation comes when the person understand that certain activity will be useful for their own selves. When the learners are having identified regulation orientation they have the desire to learn English because they realize that those activity is going to be useful to accomplish another goal (Noels, 2001). The idea was delivered from the participants and an example came from the participant 1 who said:

“buat aku pribadi bisa nambah wawasan ke tingkat internasional, bisa nambah wawasan aku buat bisa ngajar pake bahasa.inggris,”.

“For me, English could increase my knowledge in international level, it is also could help me to teach English”. (Interview on June 16, 2016; my own translation)

Another example came from participant 9 who said,

“ya biar bagus aja, ..., terus kalo presentasi juga jadi lebih bagus dari yang lain karna aku les”.

“I am joining course outside the class to make my grade and my achievement even better than others”. (Interviewed on June 26, 2016; my own translation)

With identified regulation, people already realize that certain activity and even the activity is not interesting, it could be compatible to their other personal goal and identity (Gagne & Deci, 2005). When the participants were asked if they wanted to take English course outside the class some of them said that they wanted to take the course to improve their skill, and some of them already have taken the course. Participant 1 wanted to take the course because later she could use it to teach English. Noels (2001)

also stated when people were identified motivated and they wanted to become a good teacher or wanted to get scholar they realized that they needed to improve their English skills. Even both of the excerpts showed that the participant had different goal, therefore, from the excerpts it showed that the participants were already realized that actually certain activity could help them reaching their others goal for their future. The result of the data showed that not all of the participants understood the importance of learning English. Some of them had not even realized the importance of learning English for their own value. However, most of the participants belong to this category.

F. Amotivation

Amotivation also includes as one type of motivation. However, when the person is amotivated they lack of intention to the certain activity. Amotivation is when people do not feel that their experience of learning could give them benefit so that they have no desire to do the activity (Ryan et al., 2009). During the interview, even most of the participants were found motivated by certain reasons but the researcher also found that there was one student who actually amotivated because she didn't fell any enthusiasm in learning English. The ideas was delivered by participant 4 who said:

“Kelemahanku itu dari dulu di pelajaran/matkul bahasa inggris. jadi aku kurang suka.”.

“English is one of my weakness, so I didn't like English because of that”.

(Interviewed on July 3. 2016; my own translation)

Another example also came from participant 4,

“Sampai saat ini belum. karena minatku di bahasa inggris masih kurang”.

“Until now I don’t like it, I am having lack of interest to learn English”. (Interviewed on July 3, 2016; my own translation)

The excerpts showed that the participant was amotivated to learn English, she also had no desire to learn English or continue to learn English outside the class. Even the participant only learned English as requirement in their faculty. According to Ryan et al. (2009), an amotivated person realizes no connection to the activity and also the outcomes that they would get, as the result the person would not act certain behavior. From the examples of the participants above, she realized that English became her weakness so that she did not want to learn it. When she was asked if she liked learning English or not she mentioned that she had no interest in learning the language. Through this data, we could conclude that the participants’ weakness could affect the students desire to learn and made them amotivated to learn English or learn English outside the class or even to realize that learning English was actually needed for them. Nonetheless, the students’ awareness of the activity also needed to be improved. However, it all depended on the educator on how they wanted to show the importance of learning English to help the students achieve better result in learning.

CONCLUSION

This study attempted to provide a description of the motivation of the students of Mathematics Education Program of Faculty of Teacher Training and Education. The result of this study showed that most of the students were integratively and externally

motivated in learning English. However, a student also amotivated in learning English because lack of interest.

Overall, the students felt that learning English was fun and very important and also had a lot of benefits. Some of the students also felt that learning English was very interesting, and it brought them to be intrinsically motivated in learning English language in their field. Most of them also thought that English language would help them achieve their goal in the future. In this study, their teacher also helped them a lot to motivate them as external regulation. They thought, besides their parents and friends, the teacher was one their inspiration to perform such behavior. However, there was a student who felt that learning English was not interesting and it was one of their weakness, yet they also had not understood the importance of English language.

Through this study, hopefully the students of Mathematics Education Program of Faculty of Teacher Training and Education would be aware of their motivation because when the students used their power of motivation, they could achieve their goal in learning English. Despite the different finding that has been showed, the research of this study has certain limitation. First, this study only involved 10 student of the students of Mathematics Education Program of Faculty of Teacher Training and Education which might not be reliable to take a broad view the motivation of the study in the faculty. In the future research the researcher might involve more participants to make the data more reliable. Second, this study only consist of five major questions for interview. It was obviously not enough to examine all characteristic of the motivation that the student

might have. Those limitations might affect its reliability and the validity of the data in the study. Thus, for future studies it was highly recommended to use different methods, for example, more questions for the interview, the use of questionnaire instead of interview, use the combination of questionnaire and also interview to gain more efficient data, or doing observation. Furthermore, the future research might use another method so that the result of the study could show different result, for example, the relationship between the student motivation and the academic achievement through their performance.

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ATTACHMENT

Below are the questions that were used for the interview which was adapted from Deci and Ryan (2000)

1. Do you like and enjoyed learning English?
2. Is there anyone or anything that push you to learn English?
3. Do you think that learning English is important?
4. Is there anyone that encourage you to learn English?
5. Would you like to learn English outside the class?
6. What makes you have no interest in English? (if needed)